



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICAI5216B Monitor and improve knowledge management system**

**Release: 1**

## ICAI5216B Monitor and improve knowledge management system

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	This unit defines the competency required to monitor and improve a knowledge management system.
------------------------	---

### Application of the Unit

<b>Application of the unit</b>	
--------------------------------	--

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
-----------------------------	--

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate knowledge management system	1.1. Review structure of existing knowledge management system and develop an understanding of its operation 1.2. Interview <i>clients</i> and staff to determine <i>information requirements</i> 1.3. Identify frequently requested <i>information</i> 1.4. Create a structure for organising <i>information</i> 1.5. Document structure and forward to appropriate person for approval
2. Create knowledge management system	2.1. Retrieve identified <i>information</i> 2.2. Organise information to follow the approved structure 2.3. Document information structure
3. Distribute and monitor knowledge management system documentation	3.1. Distribute knowledge management system documentation to <i>clients</i> and staff 3.2. Gather feedback from <i>clients</i> and staff and incorporate to improving <i>systems and processes</i> 3.3. Monitor use of knowledge management system to determine effectiveness 3.4. Make changes to knowledge management system 3.5. Make knowledge management system documentation available in an accessible location 3.6. Implement and monitor <i>process improvements</i>

## Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
<b>Required skills</b>
<ul style="list-style-type: none"> <li>• Evaluating client information needs and matching them to appropriate resources</li> <li>• Eliciting information from users (e.g. interviews, surveys, open and closed interview questions)</li> <li>• Short- and long-term capacity planning</li> <li>• Business analysis skills</li> <li>• Communicating with clients</li> </ul>

**REQUIRED SKILLS AND KNOWLEDGE**

- Modelling of data processes
- Research, review and renewal of business knowledge systems

**Required knowledge**

- Information management systems (e.g. databases, structured query languages, web search engines)
- Information sources in all types of formats (e.g. electronic networks and remote databases)
- Knowledge and application of database structures and organisation
- Principles of database structure and construction
- Reviewing new systems for organising information

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>Assessment must confirm the ability to monitor and implement strategies to improve a new or existing knowledge management system. The person must ensure that staff and/or clients are aware of relevant information, can access the required information and that all and only relevant information is being accessed.</li> </ul> <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> <li>Databases</li> <li>Organisational information requirements</li> <li>Information repositories</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Effective knowledge management processes. Use technology to organise, manage and distribute all types of information. This may sometimes be tailored to meet particular user needs. The ability to reflect on current practices and processes promotes objectivity in gauging how to update and improve the system. The effective technological management of an organisation's intellectual assets is of increasing value and importance to wider business objectives and can provide efficiency, innovation and competitive advantage to the business.</p> <p>The breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination would be characteristic.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>The demonstration of competency may also require</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.</p> <ul style="list-style-type: none"> <li>• Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team coordination may also be involved.</li> </ul>
<b>Method of assessment</b>	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1</p> <ul style="list-style-type: none"> <li>• Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.</li> <li>• Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

**EVIDENCE GUIDE**

	<p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas</li> <li>• Analyse and plan approaches to technical problems or management requirements</li> <li>• Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</li> <li>• Evaluate information, using it to forecast for planning or research purposes</li> <li>• Take responsibility for own outputs in relation to broad quantity and quality parameters</li> <li>• Take some responsibility for the achievement of group outcomes</li> <li>• Maintain knowledge of industry products and services</li> </ul>
--	---

**Range Statement**

<b>RANGE STATEMENT</b>	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><b><i>Client</i></b> may include but is not limited to:</p>	<ul style="list-style-type: none"> <li>• internal departments</li> <li>• external organisations</li> <li>• clubs</li> <li>• individual people</li> <li>• internal employees</li> </ul>
<p><b><i>Requirements</i></b> may be in reference to:</p>	<ul style="list-style-type: none"> <li>• business</li> <li>• system</li> <li>• platform</li> <li>• application</li> <li>• database</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• network</li> <li>• people in the organisation</li> </ul>
<i>Information</i> may include but is not limited to:	<ul style="list-style-type: none"> <li>• documents</li> <li>• test pages</li> <li>• web pages</li> <li>• other output</li> </ul>
<i>Systems and processes</i> may include:	<ul style="list-style-type: none"> <li>• Computer systems (hardware and software)</li> <li>• Networks (local, national or international)</li> <li>• Workflows, associated routines and operating procedures</li> </ul>
<i>Process improvements</i> may include:	<ul style="list-style-type: none"> <li>• Reduction of production costs</li> <li>• Improved value-adding</li> <li>• Improved international or domestic competitiveness</li> <li>• New products</li> <li>• New or improved business processes</li> <li>• Improved customer relationships</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Implement
--------------------	-----------

## Co-requisite units

<b>Co-requisite units</b>	

## Competency field

Competency field	
------------------	--